

RENAISSANCE CHARTER SCHOOL

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	E.D. Hirsch's Core Knowledge	<input type="checkbox"/>	Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As A Major Focus	<input checked="" type="checkbox"/>
	Foreign Language At All Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input checked="" type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
	Expeditionary Learning/Outward Bound	<input checked="" type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: We use the Idaho Achievement Standards and students meet the Idaho Graduation Standards course requirements.			
	Students, parents, and teachers set academic and social goals first semester. Students conduct student-led conferences third quarter. Progress reports are sent home mid quarter. Report cards are sent home second and third quarter.			
	High school students participate in off-site work experience.			
	Check all assessments that your school used this year to measure student performance.			<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Test of Achievement and Proficiency	<input checked="" type="checkbox"/>	PSAT	<input type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	NWEA Levels Tests (MAPS)	<input checked="" type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Other Norm Referenced Standardized Assessments : (name)	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
			School Developed Assessments	<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: Data reviewed by group and individual. Data is used to determine individual rate of academic growth. Data can be used for specific academic planning purposes.			
	Award/Honors offered to students: Students are acknowledged by the school, teachers, and parents for their accomplishments.			

STUDENT ACHIEVEMENT DATA

Teachers conducted a parent meeting to share performance expectations before the school year began.

Reporting document, goal setting document, and portfolio expectations were refined for use this year.

Student-led conference structure was refined, and student conducted conferences. 90% of parents attended the conferences. All kindergarten through twelfth grade students completed work link to achievement standards based criteria specified for their portfolios.

“Community Understandings” are crafted and in the process of being implemented.

MAP data collected three times this year for third through eleventh grade students in the areas of reading, language, and mathematics.

IRI-Spring 2002 Results

Kindergarten-4 females; Scores of 3

9 males; 6X Score of 3 and 3X score of 1
(1 new student)

First-2 females; Scores of 3

5 males; Scores of 3

Second-1 female; Score of 3

1 male; Absent

Third-4 females; Scores of 3, 2, 1, 1 (second 1 is new student)

1 male; Score of 3

DMA, Grade 4- 5 students, Average score = 2.3

DMA, Grade 4- 1 Female, Average score = 2.50

DMA, Grade 4- 4 Males, Average score = 2.25

DWA, Grade 4- 5 students, Average score = 2.6

DWA, Grade 4- 1 Female, Average score = 3.0

DWA, Grade 4- 4 Males, Average score = 2.50

DMA, Grade 8- 11 students, Average score = 3.4

DMA, Grade 8- 5 Females, Average score = 3.0

DMA, Grade 8- 6 Males, Average score = 2.5

DWA, Grade 8- 11 students, Average score = 2.8

DWA, Grade 8- 5 Females, Average score = 3.3

DWA, Grade 8- 6 Males, Average score = 2.3

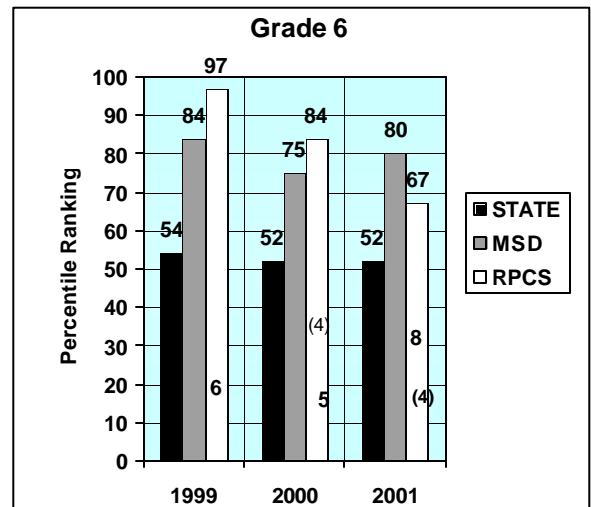
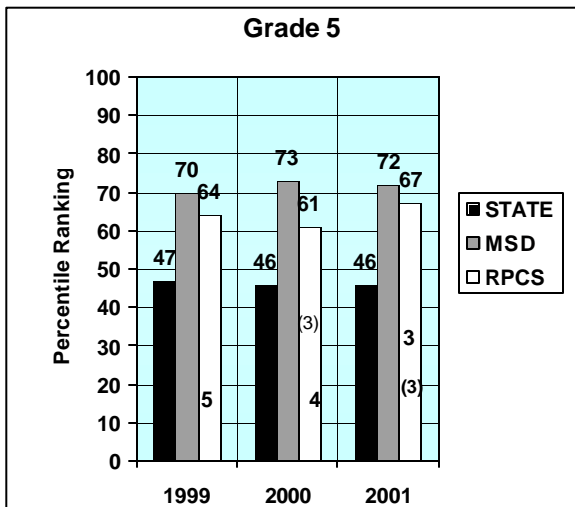
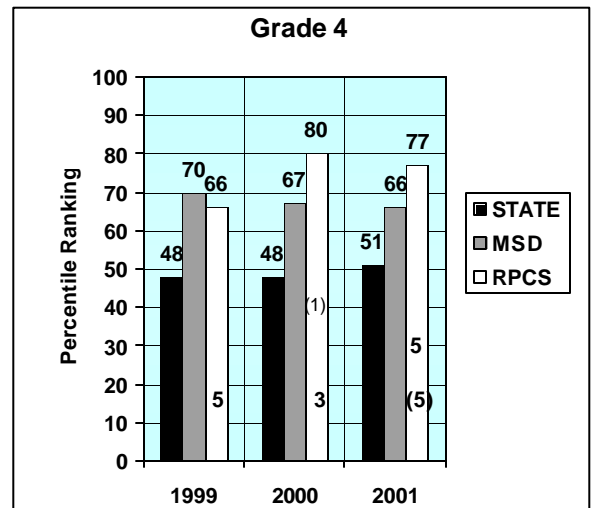
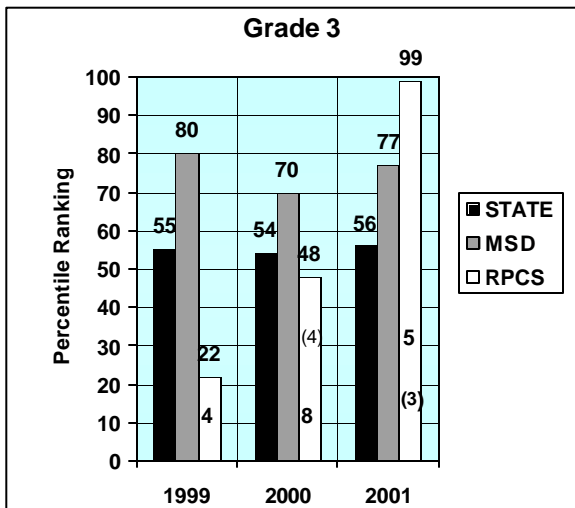
DWA, Grade 11- 4 students, Average score = 2.5

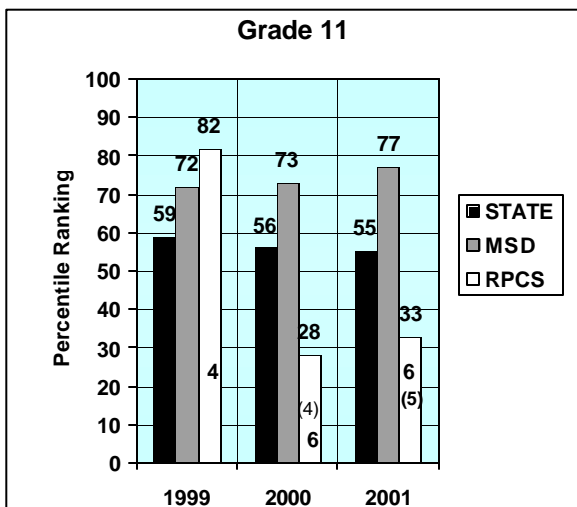
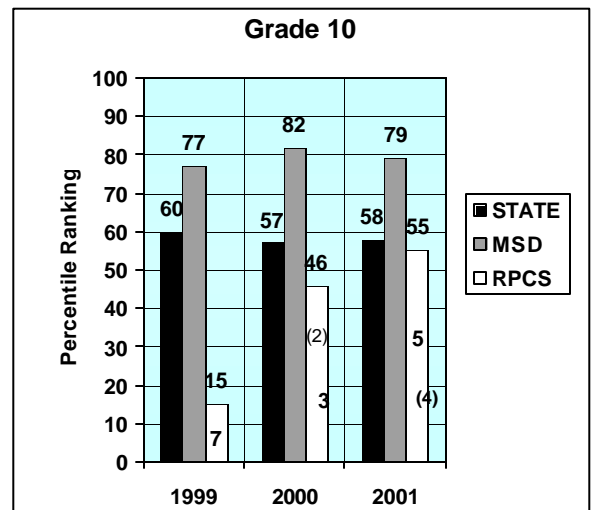
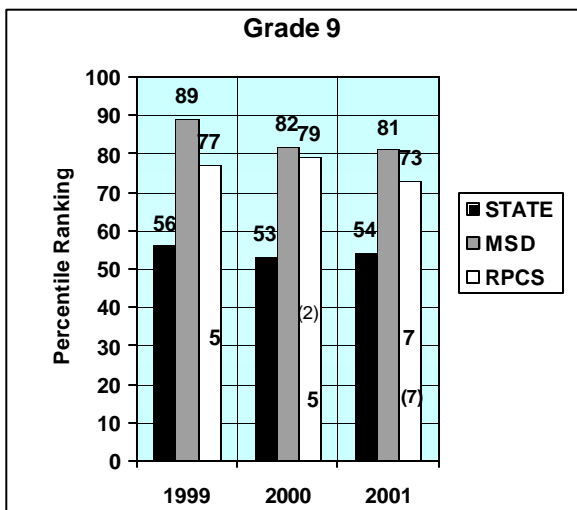
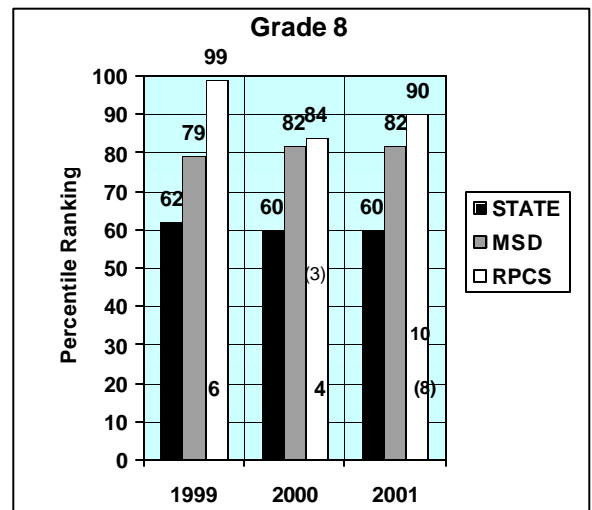
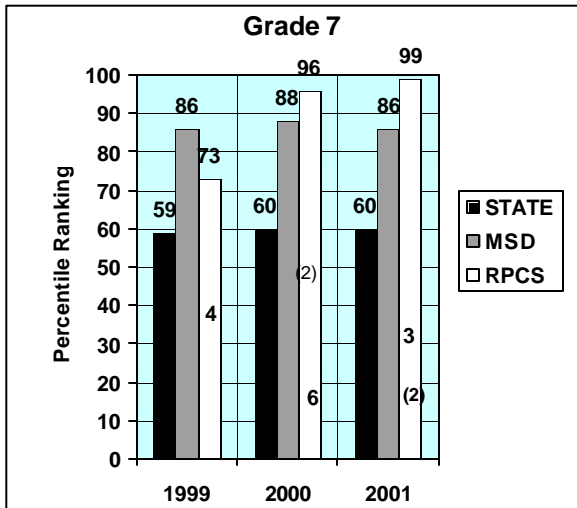
DWA, Grade 11- 1 Female, Average score = 3.0

DWA, Grade 11- 3 Males, Average score = 2.3

Longitudinal Data by Grade – Renaissance Public Charter School, Moscow School District & State of Idaho National School Norms Percentile Rankings 1999/2000 comparison with 2000/2001 and 2001/2002

() = Returning student(s)





ITBS, Grade 3- 1 Boy

Tests	Scores					National Percentile Ranks						
	N	SS	GE	NCE	NPR	Low 1	10	25	Average 40 50 60	75	90	High 99
Vocabulary	1	238.0	7.7	99.0	99							
Reading Comprehension	1	205.0	5.1	75.0	88							
Reading Total	1	222.0	6.4	95.0	98							
Spelling	1	211.0	5.6	88.0	96							
Capitalization	1	206.0	5.2	77.0	90							
Punctuation	1	254.0	9.2	99.0	99							
Usage & Expression	1	204.0	5.0	73.0	86							
Language Total	1	219.0	6.2	92.0	98							
Math Concepts & Estimation	1	202.0	5.0	85.0	95							
Math Probs & Data Interp.	1	227.0	6.8	99.0	99							
Math Total *	1	210.0	5.5	93.0	98							
Core Total *	1	217.0	5.9	99.0	99							
Social Studies	1	204.0	5.1	78.0	91							
Science	1	211.0	5.5	79.0	92							
Maps & Diagrams	1	238.0	7.7	99.0	99							
Reference Materials	1	218.0	6.1	98.0	99							
Sources of Info. Total	1	228.0	6.8	99.0	99							
Composite *	1	216.0	5.8	99.0	99							
Math Computation	1	201.0	4.9	90.0	97							

ITBS, Grade 3 – 4 Girls

Tests	Scores					National Percentile Ranks									
N Tested = 4	N	SS	GE	NCE	NPR	Low 1	10	25	Average		75	90	High 99		
Vocabulary	4	204.0	5.0	78.3	91										
Reading Comprehension	4	214.5	5.9	81.8	93										
Reading Total	4	209.5	5.5	81.8	93										
Spelling	2	191.5	4.2	65.0	85										
Capitalization	2	168.0	2.8	45.0	41										
Punctuation	2	201.0	4.8	65.5	86										
Usage & Expression	2	195.5	4.5	67.5	79										
Language Total	2	189.0	4.1	64.0	78										
Math Concepts & Estimation	4	181.5	3.6	60.3	71										
Math Probs & Data Interp.	4	186.0	3.9	60.3	71										
Math Total *	2	189.0	4.0	69.0	85										
Core Total *	2	195.5	4.5	74.0	88										
Social Studies	2	198.0	4.6	75.0	85										
Science	2	212.0	5.6	72.5	92										
Maps & Diagrams	2	183.0	3.6	55.0	65										
Reference Materials	2	192.5	4.2	69.0	82										
Sources of Info. Total	2	187.5	3.9	61.5	76										
Composite *	2	197.5	4.5	73.5	90										
Math Computation	2	172.0	3.2	53.0	56										

ITBS, Grade 4 —4 Boys

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low 1	10	25	Average					75	90
Reading Advanced Skills	4	216.3	6.0	64.0	79										
Reading Total	4	214.5	5.8	70.0	83										
Language Advanced Skills	4	215.5	5.9	63.0	77										
Language Total	4	197.5	4.6	55.3	60										
Math Advanced Skills	3	214.3	5.8	67.7	80										
Math Total *	3	193.0	4.3	53.0	57										
Survey Battery Total *	3	207.0	5.2	64.7	76										

ITBS, Grade 4 – 1 Girl

Tests		Scores					National Percentile Ranks										
N Tested= 1		N	SS	GE	NCE	NPR	Low 1	10	25	Average					75	90	High 99
Reading Advanced Skills		1	162.0	2.4	25.0	12											
Reading Total		1	175.0	3.2	36.0	26											
Language Advanced Skills		1	189.0	4.0	49.0	49											
Language Total		1	169.0	2.8	32.0	19											
Math Advanced Skills		1	200.0	4.8	58.0	65											
Math Total *		1	186.0	3.9	46.0	42											
Survey Battery Total *		1	177.0	3.3	36.0	25											

ITBS, Grade 5 – 3 Boys

ITBS, Grade 5 – 0 Girls

Tests	Scores					National Percentile Ranks						
	N	SS	GE	NCE	NPR	Low 1	10	25	Average 40 50 60	75	90	High 99
N Tested = 3												
Vocabulary	3	245.0	8.3	82.0	95							
Reading Comprehension	3	241.0	8.1	72.0	84							
Reading Total	3	243.3	8.2	80.7	91							
Spelling	3	200.0	4.8	46.7	45							
Capitalization	3	165.0	2.6	26.7	13							
Punctuation	3	174.0	3.1	30.3	17							
Usage & Expression	3	209.0	5.4	51.0	54							
Language Total	3	187.0	3.9	37.0	26							
Math Concepts & Estimation	3	202.3	5.0	49.7	50							
Math Probs & Data Interp.	3	225.0	6.6	62.7	74							
Math Total *	3	206.7	5.3	52.0	55							
Core Total *	3	212.3	5.6	55.0	60							
Social Studies	3	229.0	7.0	64.3	76							
Science	3	248.7	8.7	75.0	87							
Maps & Diagrams	3	223.0	6.5	58.0	68							
Reference Materials	3	218.0	6.1	57.7	66							
Sources of Info. Total	3	220.3	6.2	58.7	66							
Composite *	3	222.3	6.2	61.7	71							
Math Computation	3	192.7	4.5	40.7	34							

ITBS, Grade 6 – 3

Boys

Tests	Scores					National Percentile Ranks											
	N	SS	GE	NCE	NPR	Low 1	10	25	Average			40	50	60	75	90	High 99
Reading	3	242.0	8.2	63.3	72												
Advanced Skills																	
Reading Total	3	234.3	7.4	60.3	68												
Language	3	256.7	9.5	66.3	77												
Advanced Skills																	
Language Total	3	240.3	7.9	59.3	68												
Math Advanced Skills	3	247.7	8.6	65.7	76												
Math Total *	3	228.3	7.0	56.0	63												
Survey Battery Total *	3	234.3	7.4	59.3	68												

ITBS, Grade 6 –5 Girls

Tests	Scores					National Percentile Ranks									
	N Tested= 5	N	SS	GE	NCE	NPR	Low	10	25	Average	50	60	75	90	High
Reading							1								
Advanced Skills		5	245.2	8.4	65.2	75									
Reading Total		5	233.8	7.4	60.4	68									
Language															
Advanced Skills		5	244.2	8.3	60.0	70									
Language Total		5	231.4	7.2	56.2	61									
Math Advanced Skills		5	203.8	5.1	39.0	34									
Math Total *		5	205.0	5.2	38.2	33									
Survey Battery Total *		5	223.4	6.4	52.8	56									
* Includes Mathematics Computation															

* Includes Mathematics Computation

ITBS, Grade 7 –1 Boy

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	10	25	Average	50	60	75	90	High	
N Tested = 1						1								59	
Vocabulary	1	266.0	10.6	76.0	89										
Reading Comprehension	1	271.0	11.2	72.0	85										
Reading Total	1	268.0	10.8	75.0	88										
Spelling	1	279.0	12.2	78.0	91										
Capitalization	1	270.0	11.1	64.0	75										
Punctuation	1	320.0	14.6	87.0	96										
Usage & Expression	1	307.0	13.9	80.0	92										
Language Total	1	294.0	13.2	79.0	92										
Math Concepts & Estimation	1	308.0	14.1	99.0	99										
Math Probs & Data Interp.	1	318.0	14.6	99.0	99										
Math Total *	1	306.0	14.0	99.0	99										
Core Total *	1	289.0	13.0	88.0	96										
Social Studies	1	309.0	14.2	98.0	99										
Science	1	300.0	13.5	84.0	95										
Maps & Diagrams	1	287.0	12.8	73.0	86										
Reference Materials	1	266.0	10.5	67.0	79										
Sources of Info. Total	1	276.0	11.9	71.0	84										
Composite *	1	292.0	13.2	89.0	97										
Math Computation	1	292.0	13.1	95.0	98										

* Includes Mathematics Computation

ITBS, Grade 7 – 1 Girl

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	10	25	Average	50	60	75	90	High	
N Tested = 1						1								99	
Vocabulary	1	244.0	8.2	58.0	65										
Reading Comprehension	1	268.0	10.8	70.0	83										
Reading Total	1	256.0	9.4	66.0	78										
Spelling	1	272.0	11.4	74.0	87										
Capitalization	1	213.0	5.7	43.0	37										
Punctuation	1	259.0	9.7	60.0	69										
Usage & Expression	1	256.0	9.4	60.0	69										
Language Total	1	250.0	8.7	58.0	66										
Math Concepts & Estimation	1	231.0	7.2	51.0	52										
Math Probs & Data Interp.	1	248.0	8.6	58.0	65										
Math Total *	1	225.0	6.7	47.0	45										
Core Total *	1	244.0	8.3	58.0	64										
Social Studies	1	248.0	8.6	58.0	65										
Science	1	256.0	9.4	62.0	72										
Maps & Diagrams	1	239.0	7.8	54.0	57										
Reference Materials	1	255.0	9.3	62.0	71										
Sources of Info. Total	1	247.0	8.6	57.0	64										
Composite *	1	247.0	8.5	58.0	65										
Math Computation	1	196.0	4.6	27.0	13										

* Includes Mathematics Computation

ITBS, Grade 8 –5 Boys

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low 1	10	25	Average 40	50	60	75	90	High 99	
Reading Advanced Skills	5	281.2	12.3	71.0	82										
Reading Total	5	281.0	12.4	74.4	87										
Language Advanced Skills	5	280.4	12.3	64.0	74										
Language Total	5	266.8	10.6	60.6	69										
Math Advanced Skills	5	280.8	12.4	70.8	77										
Math Total *	5	264.0	10.4	62.8	73										
Survey Battery Total *	5	270.8	11.1	66.6	76										

* Includes Mathematics Computation

ITBS, Grade 8 –6 Girls

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low 1	10	25	Average			75	90	High 99	
Reading Advanced Skills	6	288.5	12.8	75.2	86										
Reading Total	6	286.0	12.7	77.7	90										
Language Advanced Skills	6	279.8	12.3	63.0	74										
Language Total	6	259.7	9.8	57.3	63										
Math Advanced Skills	6	287.5	12.9	72.5	82										
Math Total *	6	255.8	9.4	58.2	65										
Survey Battery Total *	6	267.3	10.6	63.8	73										

ITBS, Grade 9 – 3 Boys

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	10	25	Average	60	75	90	High		
N Tested = 3						1							91		
Vocabulary	3	266.7	10.7	60.3	67										
Reading (Adv Skills)	3	269.0	10.9	57.7	65										
Reading Total	3	267.3	10.7	58.0	65										
Written Expression Adv Skills	3	281.0	12.4	59.0	66										
Written Expression Total	3	249.0	8.7	48.0	46										
Math Concepts/Probs Adv Skills	3	276.0	11.9	58.3	66										
Math Problems/Probs Total	3	278.0	12.1	61.7	71										
Math Total with Computation	3	261.0	10.1	54.0	58										
Core Total *	3	259.0	9.7	52.3	54										
Social Studies	3	279.7	12.3	61.0	69										
Science	3	292.0	13.1	66.7	78										
Information Processing	3	260.7	9.9	52.7	55										
Composite *	3	268.3	11.1	56.3	62										
Math Computation	3	227.7	7.0	36.0	27										

ITBS, Grade 9 –4 Girls

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	10	25	Average		75	90	High		
N Tested = 4						1									
Vocabulary	4	270.3	11.1	61.8	71										
Reading (Adv Skills)	4	295.8	13.3	70.5	84										
Reading Total	4	283.0	12.5	68.8	79										
Written Expression Adv Skills	4	296.5	13.3	67.3	75										
Written Expression Total	4	275.5	11.9	60.5	67										
Math Concepts/Probs Adv Skills	4	295.3	13.3	69.0	79										
Math Problems/Probs Total	4	289.5	13.1	70.5	80										
Math Total with Computation	4	268.8	11.0	58.5	65										
Core Total *	4	275.8	11.9	63.0	71										
Social Studies	4	271.0	11.2	59.5	63										
Science	3	294.0	13.2	69.3	79										
Information Processing	3	291.7	13.0	68.3	78										
Composite *	3	287.3	12.8	68.7	78										
Math Computation	4	228.3	7.1	34.5	27										

ITBS, Grade 10 – 5 Boys

ITBS, Grade 10 – 0 Girls

Tests	Scores					National Percentile Ranks									
	N	SS	OE	NCE	NPR	Low	10	25	Average	50	60	75	90	High	
N Tested = 5															
Reading Advanced Skills	5	278.8	12.2	57.6	64										
Reading Total	5	276.2	11.9	58.6	65										
Written Expression Advanced Skills	5	264.6	10.4	50.0	51										
Written Expression Total	5	265.6	10.5	50.4	52										
Math Concepts & Probs Solving Advanced Skills	5	272.2	11.3	54.0	56										
Math Concepts & Probs Total	5	260.8	10.1	48.4	48										
Survey Battery Total *	5	267.4	10.6	51.8	54										

* Includes Mathematics Computation

ITBS, Grade 11 –3 Boys

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	10	25	Average	50	60	75	90	High	
N Tested = 3						1								99	
Reading Advanced Skills	3	288.7	12.8	58.0	65										
Reading Total	3	284.7	12.7	58.7	65										
Written Expression Advanced Skills	3	289.7	13.0	55.7	59										
Written Expression Total	3	274.3	11.7	51.3	52										
Math Concepts & Probs Solving Advanced Skills	3	250.0	8.8	39.7	37										
Math Concepts & Probs Total	3	263.0	10.3	46.0	43										
Survey Battery Total *	3	274.0	11.6	52.0	53										

* Includes Mathematics Computation

* Includes Mathematics Computation

ITBS, Grade 11 – 1 Girl

Tests	Scores					National Percentile Ranks									
	N	SS	GE	NCE	NPR	Low	Average								High
N Tested = 1						1	10	25	40	50	60	75	90	99	
Reading Advanced Skills	1	218.0	6.1	29.0	16										
Reading Total	1	217.0	6.0	23.0	10										
Written Expression Advanced Skills	1	167.0	2.7	9.0	3										
Written Expression Total	1	183.0	3.6	1.0	1										
Math Concepts & Probs Solving Advanced Skills	1	287.0	12.8	55.0	60										
Math Concepts & Probs Total	1	303.0	13.8	67.0	79										
Survey Battery Total *	1	234.0	7.4	32.0	19										

* Includes Mathematics Computation

* Includes Mathematics Computation

PERFORMANCE GOALS:	Level of Accomplishment	Evidence
◆ Provision of a safe environment	Exceeded Met Partially Met Did Not Address	<i>Discipline data, based on incident records</i>
◆ Charter school will empower educators at the school to maintain classroom discipline	Exceeded Met Partially Met Did Not Address	<i>Discipline data, based on incident reports</i>
◆ Improved student communication	Exceeded Met Partially Met Did Not Address	<i>Student goals, information sent home, student-led conferences</i>
◆ Preparation of students for post secondary educational programs and work force.	Exceeded Met Partially Met Did Not Address	<i>Continuation of work experience class offered for all high school students. Detailed work-based packet developed.</i>
◆ Training of students in current educational technology.	Exceeded Met Needs Improvement Did Not Address	<i>Students have opportunity for technology learning in grades 1 through 12 in crew and in tech class. Students learning and demonstrating typing, word processing, presentation skills.</i>
◆ Development of student character traits.	Exceeded Met Partially Met Did Not Address	<i>Decrease in rate of inappropriate behavior incidents. Individual behavior goals set. Development of RPCS Personal and Social Responsibility Standards, discussed with students and parents. Development of Community Understandings.</i>
◆ Stable charter school enrollment.	Exceeded Met Partially Met Did Not Address	<i>School population continues to increase.</i>
◆ Documented community satisfaction with the charter school	Exceeded Met Partially Met Did Not Address	<i>Data being collected by school and NWREL. Low incident of concerns expressed by parents. Students reported general satisfaction prior to Board-Staff Retreat.</i>

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		
	Governing Board of the Charter School	P	S	ST	CM	2	E	A	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: At least monthly ❖ General meeting times: 5:45 p.m. first Thursday of the month ❖ Describe how meetings are posted to the public: Families are apprised of meeting schedule. <i>Meeting agendas are posted as per Idaho Code</i>	
		P	S	ST	CM	3	E	A		
		P	S	ST	CM	1	E	A		
		P	S	ST	CM	1	E	A		
		P	S	ST	CM	2	E	A		
		P	S	ST	CM	3	E	A		
		P	S	ST	CM	3	E	A		
		Title				Length of time in current position		Also teaches in classroom		Other Notes Related to Administration
	Administration	Director						Y N		Director fulfills typical district and school level administrative duties. Business Manager manages financial matters.
Business Manager						Y N				
	Name				# P	# S	# ST	# CM	Other Notes Related to Committees	
Committees									At this time, committees are ad hoc.	

FINANCIAL	2000-2001	2001-2002
Estimated Cost Per Student	\$ 8,520 (average -55 students)	<i>no information provided</i>
Operating Budget	\$ 468,605	<i>no information provided</i>
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$340,000 base support</p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other-Special Education-Receive VIB. Do not receive Special Education professional development.</p> <p>Receive some information about training.</p> <p><input type="checkbox"/> Local Tax Revenues \$ 0</p> <p><input checked="" type="checkbox"/> Grants \$126,105</p> <p><input checked="" type="checkbox"/> Donations \$300</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>Receiving partial services for Title I</p> <p>◆ Describe how funding is utilized: Title II, IV, VI for professional development.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, district decides how funds/services will be shared.</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, \$451,658</p> <p>Enhancement \$10,328</p> <p><input checked="" type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input checked="" type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues \$0</p> <p><input checked="" type="checkbox"/> Grants \$207,065</p> <p><input checked="" type="checkbox"/> Donations \$721</p> <p><input type="checkbox"/> Other _____ \$ _____</p> <p>Additional Federal Funding:</p> <p>◆ Students Identified <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>◆ If yes, receiving all funding or services as qualified: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know</p> <p>◆ Describe how funding is utilized: Funding is used as specified, usually to support student learning or for professional development.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>We share our ideas, but the district decides.</p>
Debt	None as of 5/01/01	\$ 0 As Of 5/01/02
OTHER	2000-2001	2001-2002
Student Attendance Rate	90%	
Student Discipline	<p># suspensions to date: 33.5</p> <p>21% of students:</p> <p>2 students accounted for half of the suspensions.</p> <p>2 other students with multiple suspensions dropped out.</p> <p>Frequency of office referrals has dramatically declined since October.</p> <p># expulsions to date: 0</p> <p>% of students:</p> <p>All students work with Director and appropriate staff to improve their behavior choices.</p> <p># of referrals to date: 2</p> <p>4 % of students:</p> <p>Positive Behavior Supports Program</p>	<p># suspensions to date: 8</p> <p>% of students: 6</p> <p>1 student accounted for half of the suspensions. He has been evaluated and a behavior plan is in process.</p> <p># expulsions to date: 0</p> <p>% of students:</p> <p># of referrals to date:</p> <p>% of students: 134</p> <p>We use the Positive Behavior Supports and Results Based Model. We also developed a rubric of personal/social skills and "Community Understandings".</p>
Student Enrollment	<p>Total: 55</p> <p>Waiting List: 20 and growing</p>	<p>Total: 83</p> <p>Waiting List: 22</p>

OTHER <i>continued</i>		2000-2001	2001-2002
High School Only	Graduation Rate	<i>No graduates. The two seniors planned before the year started to shift to the high school second semester to graduate with high school peers.</i>	One student scheduled to be our FIRST graduate! We have a gala ceremony planned.
	Dual Enrollment	Academic 1 student from last year obtained a GED and is attending college in Moscow. Extracurricular % In District .06 (chorus and band)	Academic % / # In College NA % / # In District NA Extracurricular % / # In College NA % / # In District NA
	Program Participation		% / # in AP courses: 0 % / # taking college entrance exams: 0, but a few planning to take them. % / # in professional/technical education courses Work experience offered on and off campus.
Staff Development Opportunities		Multiple Intelligences ELOB Discipline Standards/Assessments	Multiple Intelligences ELOB Discipline Standards/Assessments Results-Based Model Character/Resiliency
Teacher Qualifications		# FT: 5 # PT: 5 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Approved waivers through state 3 Avg. Teaching Experience: 7 Years # with MA Degree: 6 # Teaching In Areas Outside Endorsements: 0	# FT: 3 # PT: 9 # Special Ed Endorsements: 1 # Non-Certified Giving Instruction: Avg. Teaching Experience: 12 Years # with MA Degree:4 # with Ph.D. or Ed.D Degree:2 # Teaching In Areas Outside Endorsements: 3 Consultant Specialists
Number of Departing Staff		#: 1 Reasons For Leaving: Resigned, needed back surgery.	#:0 Reasons For Leaving:

OTHER <i>continued</i>	2000-2001	2001-2002
Parent Involvement	<p>Hours/month: average of 254</p> <p>Types Of Involvement: Develop activity field, campus plantings, field trips, classroom volunteers, maintenance/repair, moving furniture, recycling, recess duty, office help, errands, custodial work, construction, carpentry, fundraising. Estimated number of parents participating: 30</p>	<p>Types Of Involvement: <input checked="" type="checkbox"/> in classroom <input checked="" type="checkbox"/> in school <input checked="" type="checkbox"/> take work home <input checked="" type="checkbox"/> other: </p> <p>Estimated number of parents participating: 30 parents...1150 hours Types of Involvement: lawn mowing, develop activity field, campus plantings, weeding, field trips, fieldwork, classroom volunteers, maintenance/repair, moving furniture, recycling, custodial work, carpentry, fundraising</p>
Business Partnerships (e.g. Community Involvement)	<p>2,290 Total Hours/Year 1,900 Classroom Hours/Year Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center</p>	<p>Business Partnerships: Moscow Chamber of Commerce Palouse Local Partnership STW University of Idaho Palouse-Clearwater Environmental Institute Moscow Job Service Latah Community Volunteer Center Residential Care Facilities</p>
Transportation	<p>Drive/Are driven in private cars: 60% Public transportation: 0% School bus/District transport: 10% Walk/Bike: 30% Other: 0%</p>	<p>Drive/Are driven in private cars: <u>65</u>% Public transportation: <u> </u>% Schoolbus/District transport: <u>22</u>% Walk/Bike: <u>13</u>% Other: <u> </u>%</p>
Lunch	<p>Hot lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5 (free/reduced lunch will be offered next year) </p>	<p>Lunch provided for students <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No # times per week: 5 Participate in Child Nutrition Program <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Offer free/reduced lunch <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>

<p>Other Services</p>	<p>Counseling Resources sought for individual needs through the University of ID</p> <p>Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Work through the Center on Disabilities and Human Develop. Received a Results-Based grant for inclusion program for the 2001-2004 school years through the Idaho SDE.</p>	<p>Counseling <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Supervised Interns</p> <p>Special Education <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district Consultant and part-time certified special education teacher and Results-Based Model Teacher for on-site support.</p> <p>After School Programs <input checked="" type="checkbox"/> On site <input type="checkbox"/> Through district After school care for fee available for elementary After school Homework Club available for free, facilitated by AmeriCorps Members.</p>
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